Strategies for Successful Student Culture

Lead the Change, Unleash the Greatness

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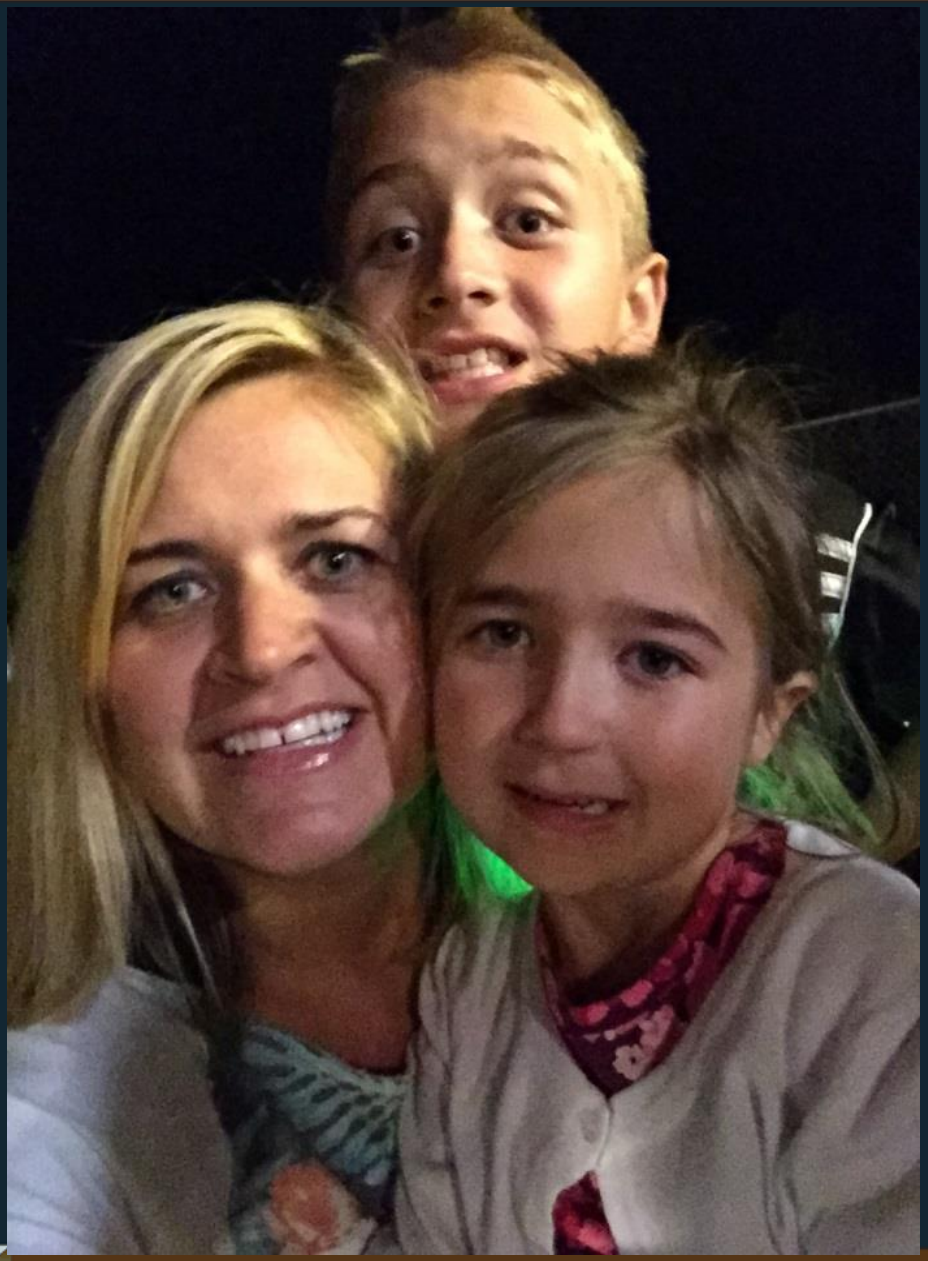
Key Objectives:

Identify and apply keys to effective student culture

Identify key systems that create and positively impact student culture

Positive student culture in action: Eagles' Nest Intermediate School



Students do not care how much you know, until they know how much you care.

Unconditional love (caring) for and about students is **non-negotiable** as it is the foundation for an emotionally and academically SAFE environment.

You can tell a lot about student culture just by how a school feels, looks, and sounds.

- Is the staff welcoming and friendly?
- Is *quality* student work posted up on the walls of the
- classrooms and throughout the school?
- Are classrooms orderly, uncluttered, inviting?
- Are transitions seamless?
- Is urgency for learning apparent?
- What words of encouragement are heard?
- What is the level of engagement of the teacher as well as the students?

THE SMARTE

Mystery Animal

POST OFFICE

ANGLES
Temperature
Capacity
What time is it in...
Length
Time

ACTIVITY CENTERS
GROSS SONG

ANGLES
Measuring Temperature
Standard Fahrenheit
Metric Celsius
Abbreviations
Measuring Capacity
Standard
cups quarts pints gallons
Metric
liters milliliters
Abbreviations
What time is it in...
London
New York
Tokyo
Types of Graphs
Measuring Length
Standard
Metric
Measuring Time
ROMAN NUMERALS

Direction Gloves
you talk into the gps and like if you say school it will show you a map of school
Map
GPS
To make: $150 sold for $200
GPS colors
glove
Glove colors
glove
glove pattern
Fabulous

WELCOME TO THE BEEHIVE
LET'S GET BUSY!

Core Idea

In schools with strong cultures, students receive a continual message that nothing is as important or engaging as learning.

Leverage Leadership, Bambrick-Santoyo

It's about the Kids!

Activity:

1. Think about a child you adore
2. Write two lists: a. *What is special about this child ?* b. *What characteristics this child possesses that others might find… challenging?*
3. Share your list with an elbow partner at your table – what would you like them to *understand* about this child?
4. Switch roles

Effective Teachers:

Believe *all* students can learn and
more importantly, believe *in* each and every student.

Set high expectations for learning and
raise the bar by consistently checking for understanding, then monitoring and adjusting the lessons so that *all* students demonstrate mastery.

The first days are critical in determining the success or failure for the rest of the year.

A culture of excellence is built by repeated practice-performed both by students and by adults.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit”

Aristotle

Core Idea

Student culture is not formed by motivational speeches or statements of values. It is formed by repeated practice – using every minute of every day to build good habits.

Leverage Leadership, Bambrick-Santoyo

There is not a minute to waste!

Example by Doug Lemov in *Teach like a Campion*

Passing out papers – time 1min. 20 seconds

- Number of times a teacher might hand out or collect papers per day - 20
- Amount of time if teacher spent 1:20 minutes each - 27 minutes
- Amount of time if the teacher spends 20 seconds: 7 minutes per day
- Amount of time saved per day: 20 minutes
- Amount of time saved per week: 100 minutes (two classes)
- Amount of time saved per year (180 days): 60 hours
- If a teacher teaches 5 hours per day: 60 hours = **12 School Days**

Leverage Leadership, Bambrick-Santoyo

Creating positive classroom culture.

<script src='https://www.teachingchannel.org/videos/building-a-comfortable-classroom/embed.js?width=480' type='text/javascript'></script>

Core Idea

If the instructional levers help to make sure teachers are teaching as effectively as possible, student culture makes sure students build the habits of mind and heart that allow their learning to fly.

Leverage Leadership, Bambrick-Santoyo

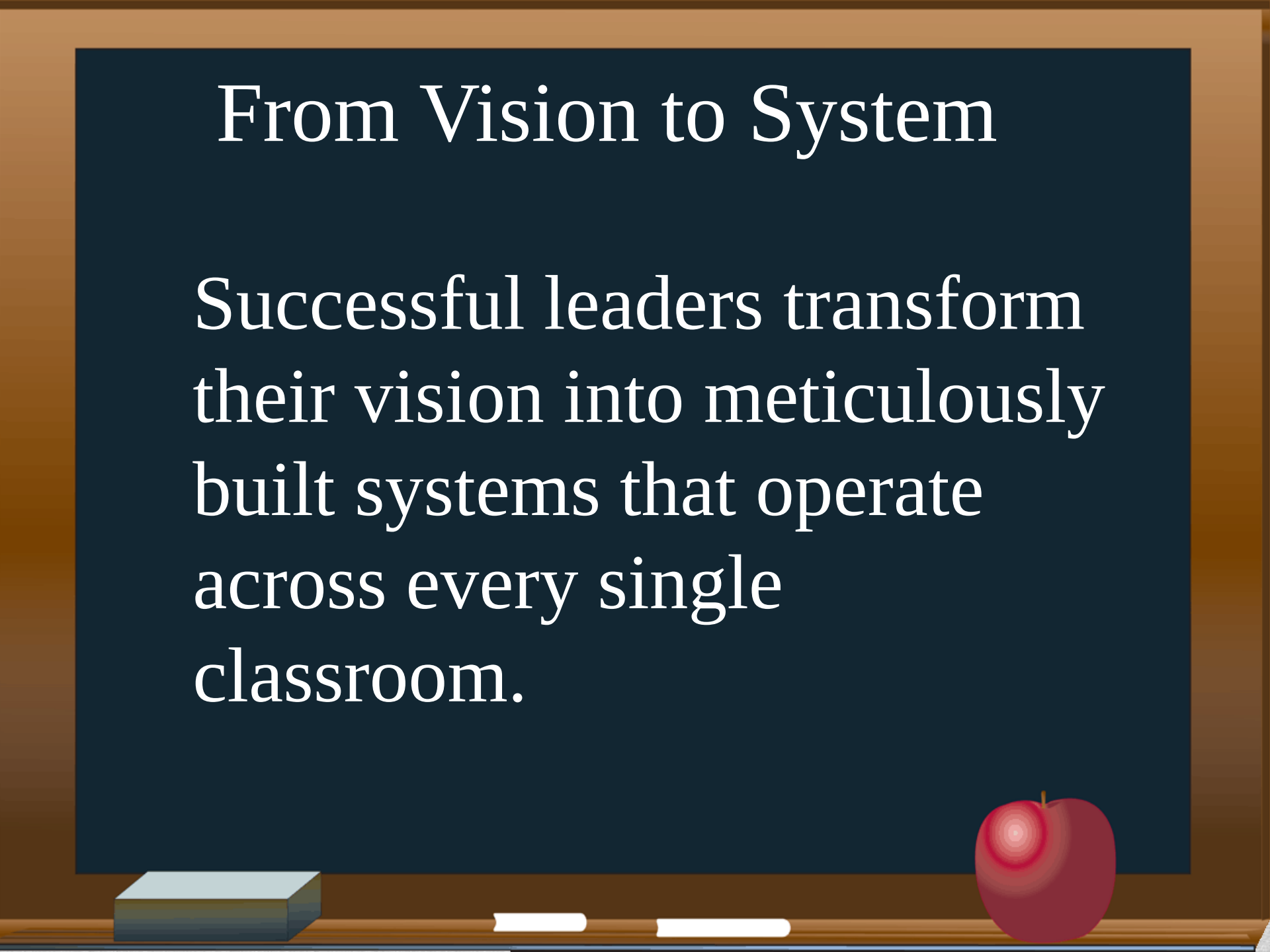
Establish a Vision

To create a learning environment that is both rigorous and joyful, and that utilizes every minute of the day as a learning opportunity

Leverage Leadership, Bambrick-Santoyo

From Vision to System

Successful leaders transform their vision into meticulously built systems that operate across every single classroom.



Make the System Match the Vision

Sweat the small stuff

Develop consistent, *school-wide* routines

- Morning (arrival, breakfast, transition to class)
- Assemblies
- Lunch and recess
- Class to class transitions
- Dismissal

Make the System Match the Vision

Sweat the small stuff

Develop consistent, *in-class* routines

- Opening procedures
- In-class transitions
- Strategies and consequences for students off task
- Restroom signals
- Classroom routines

Practice, Practice, Practice

- The most incredible vision for student culture will not endure if it is not consistently practiced.
- School leaders must lead the charge by clearly stating their expectations for positive student culture.
- Model the highest standards for culture expectations and teachers will do the same.

Reality Check

Activity:

1. Think about the culture in your school. What are the strengths and challenges the students experience?
2. Discuss your school culture with a partner.
3. What changes would you like to see which would impact the student culture on your campus?

Core Idea

When it comes to developing a great school culture, it's the details that separate contenders from weekend warriors.

Leverage Leadership, Bambrick-Santoyo

Six-Step Process to Turning Around a Broken Culture

1. All hands on deck!
2. Start with the staff who are most vested in change.
3. Train staff by modeling, training, and weaning.

Six-Step Process to Turning Around a Broken Culture

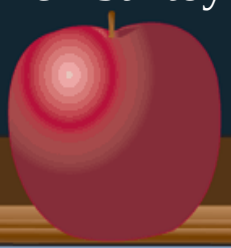
4. Deliver professional development for the rest of the staff.
5. Put aside instruction in order to practice procedural and behavioral expectations
6. Evaluate your progress

Leverage Leadership, Bambrick-Santoyo

Keys to Positive Student Culture

1. Establish a vision.
2. Turn vision into minute by minute systems.
3. Practice.
4. Monitor and maintain.

Leverage Leadership, Bambrick-Santoyo



Positive Student Culture

What has resonated with you?

What immediate action will you take in planning for SY 15-16 in making necessary changes to build upon the current student culture at your learning institution(s)?

References:

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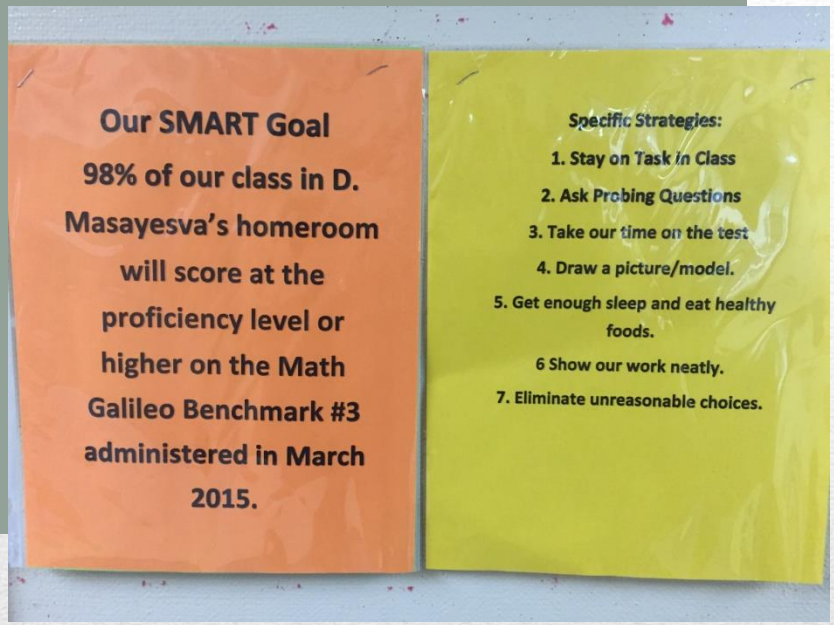
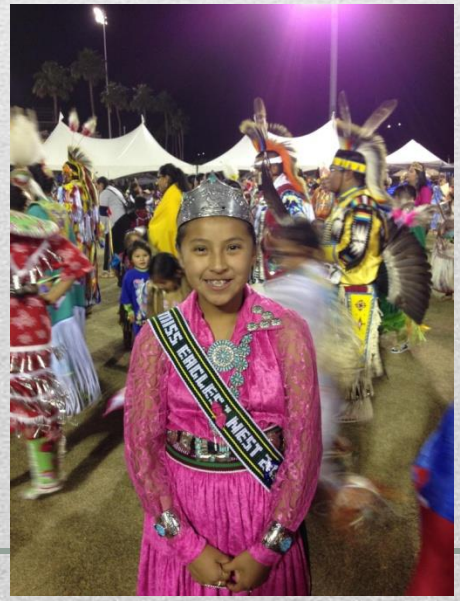


School Culture

Agent of Change

by Dr. Justin Roberson

"The nature of the relationships of the adults who inhabit a school has more to do with the school's quality and character and with the accomplishments of its pupils than any other factor."

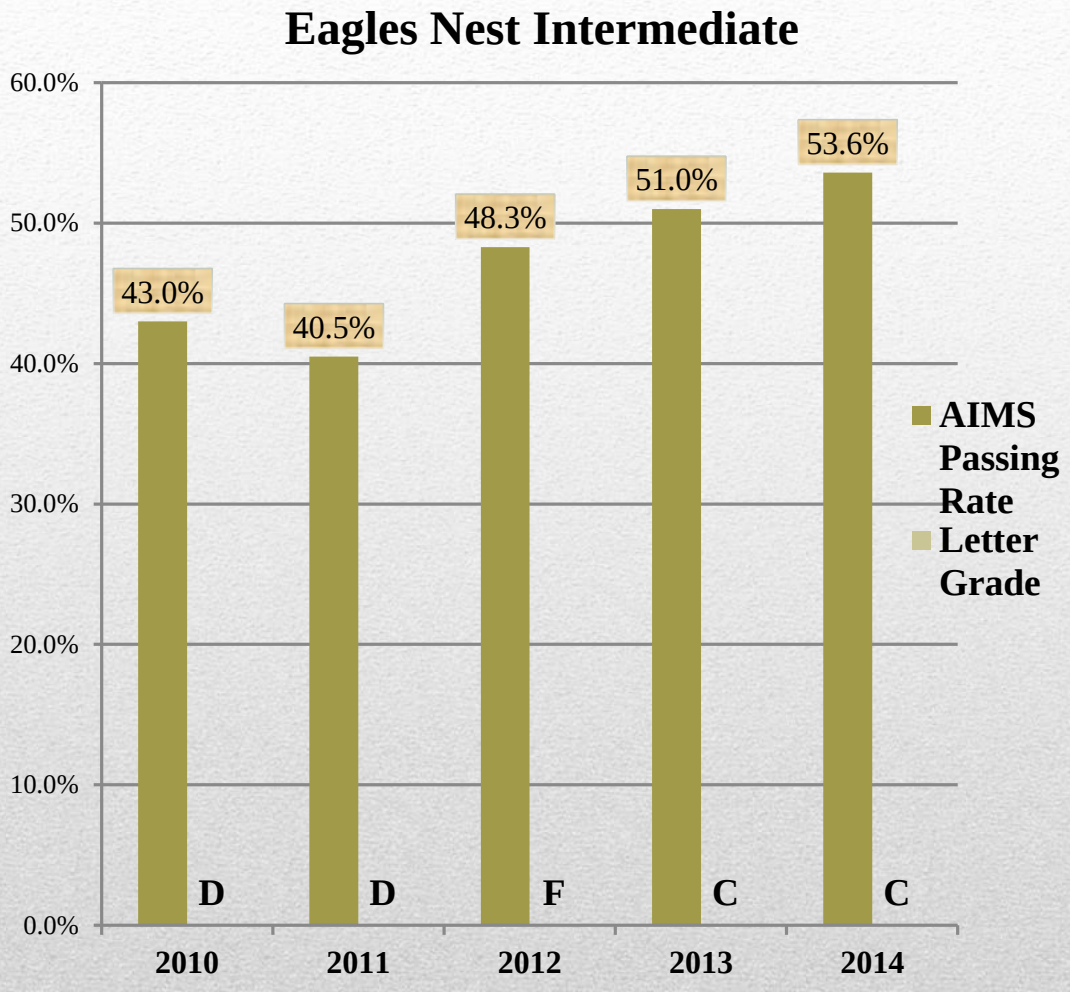


Eagles' Nest Intermediate

Located in Northern AZ

on the Navajo Reservation (approximately 1 hour north of Flagstaff)

- 275 students- grades 4,5,6
- 75 new students ever year (25% turnover)
- 12 classroom teachers (Four per grade level)
- ESS program- inclusion model
- Current state label: C
- Current federal label: priority



school practices

- 100 kids per four teachers
- 1 class- accelerated (use same curriculum)
- 1 class preferred teacher (parent request)
- 1 class approaches (parent advocate/decent scores)
- 1 class ELL
- All girl/ boy classes?
- Discipline handled by administration-

  SY 10-11: 159 violations to AZSafe:

  66 aggression

- Accelerated class using the same curriculum
- Self-contained classrooms
- Close the door, silo
- Master schedule: “I teach what I teach when I teach it for however long I teach it”
- Benchmark assessment sporadic
- Instability, disenchanted
- Master schedule- non-existent

old school, ingrained philosophies

Building Consistency

- Paul Bambrick-Santoyo in “Leverage Leadership” (pg. 169)

  *curriculum mapped, formative assessment weekly(BT), lesson plans match, standard taught, student work of expectation posted

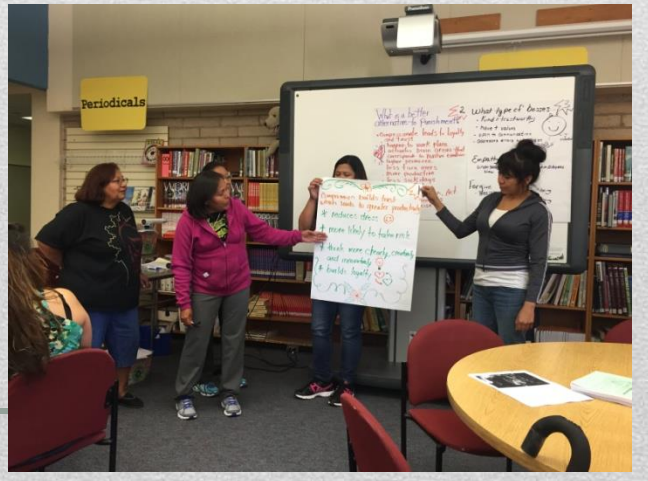
- Expectations and consequences same across each and every classroom

  *Discipline for SY 13-14 AZSafe- 7 violations: 3 drug related

- Safe environment where things are predictable, kids are much happier and willing to open up and take risks

  *PBS – BEST cards, student recognition (benchmarks, improvement)

- Dr. Harold Begay, Tuba City Unified School District Superintendent: expect the gold standard & show support
- Beyond Textbooks Consortium
- EPGY Stanford University
- NISL Training/ Personal development
- Leader Mentorship- Mr. Kevin Carney & Ms. Deborah Bryson
- Peer observation, exterior/ interior observation and reflection



Ask for help,
in all the right places…..

Master Schedule

- Departmentalize grade levels: teach to your strength
- One teacher: reading/ social studies (4/5)
- One teacher: math/ science (4/5)
- Wheel rotation with sixth grade
- Reteach and Enrich– formal part of the schedule
- Extended day realignment
- Collaboration embedded in schedule
- Culture embedded in the schedule (optional to sixth/ on-line opportunities)
- EPGY gifted opportunities/ ESS inclusion – even low-incident

- Eliminate preferences; heterogeneous classrooms/ cultural change
- Benchmark given four times a year
- Teachers collaborate as part of the SCIP ($)- title 1
- Lunch before recess (basic schedule)
- Team leaders created- guiding coalition
- Committees formed (social, NA, science, etc.)
- Collaboration during the day (common prep); hired NLI, media specialist switched to interventionist w/ aide
- Increased the day 45 minutes three days a week
- Beyond Textbooks
- EPGY- self paced gifted education

year 1

master scheduling

(show what is important with time & $)

- Master schedule to meet students needs (3 days of collaboration for teachers/ interventions)
- Reteach/ enrich grounded after lunch
- DMS daily during advisory
- Create self-disciplined independent learners
- More collaboration amongst grade levels, formative driven decisions
- Collaboration cross disciplines
- http://www.azcentral.com/news/articles/20130311tuba-city-schools-navajo-traditions-education.html
- http://www.azcentral.com/news/articles/20130311tuba-city-school-works-to-improve.html?nclick_check=1

year 2

master scheduling (monitor and adjust)

- **Question 1**) What do we want each student to learn
- **Question 2**) How will we know when each student has learned it?
- **Question 3**) How will we respond when a student experiences difficulty learning?
- **Question 4**) What will we do when a student has learned what we are teaching?

Richard DuFour

John Kotter's Leading Change
NISL & NAU

"Provide evidence that sacrifices are worth it: wins greatly help justify the short-term costs involved; reward change agents with a pat on the back, after a lot of hard work, positive feedback builds morale and motivation"

Leading Change, pg. 48

Kotter's eight stage process

- **Sense of urgency**- ADE
- **Guiding coalition**- leadership team (SAT, 4 ITL, mentor)
- **Vision and strategy**- "student centered" decision making
- **Communicate the vision**- stakeholders, concede systematically
- **Empowering broad-based action**- SWOT(strengths, weaknesses, opportunities, threats)
- **Short term wins**- Celebrate/ do the fluff
- **New approaches & culture**- continuous relationships/ democratic decision-making
- **Consolidate and produce more change**- build capacity upon strengths and confidence, steer gently

"What we have been doing is not working, and truthfully never has… We have much left to do…"